1. The Intel Visual Ranking Tool requires students to analyze, in some form, each of the items on the list in order to sort them in order. The tool also allows students to comment on each line item, giving them space to explain their rationale. Using this tool students demonstrate their ability to relate or differentiate between the items on the list. Given that this is generally an analytic task, students will involve their cognitive domain most of the time. However, in tasks like the one I describe below in #3, students involve their affective domain by trying to sort the items from a perspective other than their own.

2. To set up the Visual Ranking Tool a teacher must provide a project description and prompt for students. These provide the students with a clear sense of direction and purpose for the ranking activity. Asking the students to brainstorm the list is also a meaningful way to engage them. After the items are ranked students can comment on each item, engaging them a step further, by providing an explanation to support the place on the list.  
  
3. I liked the examples of the flower business and the new playground design, which caused me to realize that the tool can be used for larger projects. I will be teaching middle school and high school Social Studies, and could use the tool to, say, have students take opposite sides in a role play – for example rank priorities in the outcome of WWII, where some students take the point of view of the US, some of Japan, and some of Nazi Germany. This task would force creative and critical thinking for the students, forcing them to think from different perspectives. Hopefully this would not only enrich their understanding of History, but also their abilities to relate to other human beings.